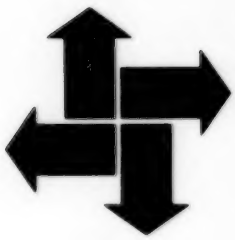
Sessional Paper 877/92
4 Session, 22 Legislature

SIXTEENTH ANNUAL REPORT

1 April 1990 -
31 March 1991



ALBERTA COUNCIL ON ADMISSIONS AND TRANSFER

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ISSN 0383 - 5057

92-04449/

LETTER OF TRANSMITTAL

The Honourable John Gogo
Minister of Advanced Education

On behalf of the Alberta Council on Admissions and Transfer, and in accordance with the Council's terms of reference, I have the honour of transmitting the Sixteenth Annual Report for the year ending 31 March 1991.

Sincerely,

Terry Moore

Terry Moore, Ph.D.
Chairman

INTRODUCTION

The Alberta Council on Admissions and Transfer, which was established in 1974 at the request of the post-secondary institutions, is an independent body which reports annually to the Minister of Advanced Education. The basic objective of the Council is the enlargement of educational opportunities for students. An underlying purpose of the Council is to foster better communication among institutions, and thus to improve understanding and co-operation on all matters related to transfer. As well, the Council maintains a system-wide interest in institutional admission policies as they relate to the ability of students to transfer. The Council operates with the co-operation and support of the Minister of Advanced Education and Alberta's post-secondary institutions.

Over the years, Council has developed a policy framework to facilitate transfer agreements among the institutions. This policy framework, which was adopted by Council in December 1981 and given minor revisions in March 1987, is published as Addendum C. Council endeavours to maintain sound transfer agreements in a changing environment and encourages negotiations, where appropriate, for programs and courses not presently covered by transfer agreements. These negotiated transfer agreements, together with institutional admission policies respecting transfer students, are compiled and published by Council in its annual *Alberta Transfer Guide*.

The 14-member Council includes the Chairman and members from the universities, public colleges and technical institutes, provincially administered institutions, hospital schools of nursing, and private colleges, as well as student and public members. The services of the Executive Assistant and Secretary are provided by Advanced Education in the fulfillment of Council's responsibilities. Council membership is recorded in Addendum A, its Terms of Reference in Addendum B, and the Alberta Transfer Model in Addendum D. The latter outlines how the transfer system is achieved in Alberta.

During the reporting year, Council published the revised annual *Alberta Transfer Guide* which was widely distributed. The transfer patterns study revealed that a record number of students transferred among Alberta post-secondary institutions in the Fall 1990 term. The following report outlines a number of admission and transfer issues which were addressed by Council.

ADMISSION AND TRANSFER ISSUES

Accessibility for transfer students

Since Fall 1987, enrolments in university transfer programs are reported to have increased from approximately 2500 students to more than 4500 students in Fall 1990. Given the expanding enrolments in university transfer programs, there is likely to be an increase in the number of public college students who will seek admission to a university. However, as some universities cap enrolments, the flow of transfer students might be impeded. Council continued to be concerned that successful high

school graduates would have appropriate access to degree programs and that college transfer students would have reasonable opportunities to complete their degree programs. During the year, several institutions developed proposals designed to provide additional access to degree programs. Council has recommended that appropriate attention be given to the implications proposed developments might have on admission and transfer of students. In reaffirming its commitment to accessibility, Council emphasized that accessibility needs to be considered both in terms of beginning a program and of completing it.

Council was invited to respond to several discussion papers by Alberta Advanced Education. Chief among these was the discussion paper on tuition fee policy. Council urged that student access be an important dimension of the new tuition policy.

University policies affecting transfer students

The following policy developments at the universities were brought to the attention of Council as they affect the admission of transfer students. Council members noted the need to provide adequate notice of changes to enrolment management policies so that transfer students can plan their programs with assurance that they will not be disadvantaged by fluctuating admission requirements.

The University of Alberta and The University of Calgary announced that new students would be admitted to degree programs only during the September admission cycle. Council observed that this places additional pressure on transfer students who had planned to continue their college studies through December with a view to transferring in January. Instead, some college students might now feel compelled to transfer earlier without completing the two year program at the college. This adds enrolment pressure on the universities.

In the spring of 1990, the University of Alberta announced that it proposed to cap its total enrolment for 1990-91 at the previous year's level of 29,536 students. The University of Alberta stayed within the limit and admitted all qualified applicants to non-quota faculties in Fall 1990. The University of Calgary continued to cap admissions with its controlled growth policy for 1990-91. In Fall 1990, the University exceeded its enrolment target and planned to remedy this in 1991-92 with a revised controlled growth policy. The policy allocates new admissions of high school graduates and college transfer students by a ratio of two to one.

Another policy affecting transfer students is the quota policy which the University of Alberta will implement in Fall 1991 for the Faculty of Education. It will apply to the third year of the program for Elementary and Secondary education students. Council continued to observe developments in the implementation of this particularly complicated quota policy and its impact on transfer students.

The University of Alberta has introduced conditional early admission policies for high school students and transfer students to the Faculties of Arts, Science, and Education. Admission is conditional on the student's final grades. As well as providing assurance that students will be admitted if their grades are appropriate, an important benefit for transfer students is expected to be the opportunity to register in courses at a much earlier date.

The University of Alberta also adopted a policy effective 1991-92 that extended an internal policy to transfer students regarding multiple attempts of courses. For the purpose of admission, where the applicant has more than one passing grade for the same course at the previous institution, now only the first passing grade will be used in calculating the grade point average.

The University of Alberta's Faculties of Arts and Science reviewed the minimum standards required for a student to continue in "satisfactory standing" in a degree program. It is expected that an increasing number of students with marginal standing will be required to withdraw from the University. However, such students may be considered for readmission after successfully completing 30 transferable credits at another post-secondary institution. The impact this policy has on the admission policies and practices at other post-secondary institutions was explored by Council.

The University of Lethbridge announced a new admission policy for Fall 1991 which provides for the admission of transfer students in a staged process based on the highest number of transfer courses counting towards a degree at the University.

Intercollegiate transfer policy

For the first time, an intercollegiate reciprocal transfer agreement was negotiated and approved for publication in the *Alberta Transfer Guide*. The public colleges and technical institutes of Alberta subscribe to a policy that endorses the principle that portability of educational credit among these institutions be optimized and encourages the negotiation of reciprocal agreements for specific programs. This general policy was adopted by the Committee of Senior Academic Officers of the Council of Presidents, Public Colleges and Technical Institutes of Alberta in March 1988 and first published in the *1988-89 Alberta Transfer Guide*. The Council Office devised a model procedure and document that facilitates the ratification of a reciprocal agreement under this policy. During the year, the first formal reciprocal transfer agreement was negotiated for the Rehabilitation Services Diploma program at all public colleges that offer this diploma program: Grande Prairie Regional College, Grant MacEwan Community College, Lakeland College, Lethbridge Community College, Mount Royal College and Red Deer College. Council commended the participating institutions and particularly the program coordinators. Information about this transfer agreement will be published in the next *Alberta Transfer Guide*.

Course Withdrawal Policy at Red Deer College

In spring 1990, Red Deer College changed the withdrawal deadline for Fall term courses from 9 November to 28 September. As most post-secondary institutions extend the course withdrawal privilege to November, Council expressed concern that this unconventional deadline might disadvantage Red Deer College's students as they compete for admission to degree-granting institutions. Subsequently, the College rescinded the changes and restored the original deadlines.

Nursing programs

Initiatives in nursing education continued to receive the attention of Council. Innovative new programs will provide increased opportunities for students to complete nursing degrees through transfer. Council continued to encourage a system perspective on the articulation of these programs as some students might choose to move from one of the new nursing programs to another existing nursing program, or they might decide to pursue other educational endeavours. Such movement will pose transfer issues that need to be identified and resolved.

The collaborative nursing proposal involving the institutions offering diploma nursing programs in Edmonton and the University of Alberta received Ministerial approval in December 1990 for implementation in September 1991. Throughout discussions of the proposal, the Chairman and Executive Assistant were consulted regarding transfer aspects of the program. The collaborative model has transformed these diploma programs into university transfer programs. Concern was expressed that the size of the third year quota must appropriately balance student demand and employer need. Council also noted the need to articulate this program with other nursing programs in Alberta and, more generally, with the post-secondary system.

Upon Ministerial approval of the Edmonton collaborative nursing program, Council strongly encouraged the participating institutions to negotiate formal transfer agreements with the University of Alberta for the first and second year nursing courses. This information will be published in the next edition of the *Alberta Transfer Guide* for the benefit of students, especially those who later choose to apply their nursing course credits to a different educational endeavour. This will result in first-time entries for the Misericordia and Royal Alexandra Hospital Schools of Nursing and will add more nursing courses to the entry for Grant MacEwan Community College.

Implementation of an innovative joint nursing degree program offered by Red Deer College and the University of Alberta started in September 1990. By means of this co-operation, students will be able to complete the four-year University of Alberta program at Red Deer College. More generally, this program serves as an important pilot project for delivery of off-campus degree programs.

For the first time a hospital school of nursing was included as a sending institution in the 1990-91 edition of the *Alberta Transfer Guide*. The Foothills Hospital School of Nursing negotiated transfer agreements involving nursing courses in their post-diploma programs for credit towards the Post Diploma Baccalaureate program (B.N.) at The University of Calgary.

Academic upgrading programs

Adult basic education continued to be of interest to Council. There persists concern about special purpose courses that were designed for a particular certificate, diploma, or pre-careers program. The portability of these specific purpose academic upgrading courses remains problematic when students subsequently attempt to use them for admission to unrelated programs or for transfer in lieu of required courses in certificate or diploma programs at other post-secondary institutions. Council continues to monitor the use of academic upgrading courses for admission purposes.

COMMUNICATION

Committee of Contact Persons

To facilitate communication with and among institutions, in 1976 the Council established a network of institutional representatives called "Contact Persons". The Committee of Contact Persons now has representatives from 26 post-secondary institutions. The work of the Contact Persons is invaluable in relation to the production of the *Transfer Guide* and the collection of transfer patterns data, as well as in the day-to-day implementation of the transfer agreements. The Handbook for Contact Persons, which outlines the role and responsibilities of the Contact Persons, was revised and distributed.

The annual meeting of the Committee of Contact Persons with the Chairman and the Executive Assistant took place at Grant MacEwan Community College on 18 October 1990. There was a valuable exchange of views and advice on a wide range of admission and transfer issues. Earlier, a sub-committee meeting had been held on 9 April 1990 at the Northern Regional Office of Athabasca University with the Contact Persons from the degree-granting institutions regarding final revisions to the *1990-91 Alberta Transfer Guide*.

The admission and transfer issues that were identified by the Contact Persons were conveyed to the Council by the Chairman. These included the impact on the transfer system of attrition rates, quotas, and policies respecting course withdrawal privileges, repeating courses, requirement to withdraw, promotional averages and cumulative grade point averages. Also, the issue of instructor qualifications was raised which involved a transfer proposal between Medicine Hat College and The University of Calgary. The dispute, which involved a science course, focused on the appropriateness of the instructor's advanced degree.

The question of capacity was an issue of particular interest. This was viewed as a system issue, particularly in the context of expanded enrolments in public college transfer programs and enrolment management policies at some universities. Given strong demand for degree programs, some institutions are grappling with the dilemma of ensuring that admission policies set an appropriate balance among the various categories of applicants: those applying directly from high school, those with satisfactory standing from another post-secondary institution, non-matriculated adults, and students with marginal standing who had been required to withdraw from a university and then to obtain 30 transferable credits before they could be considered for readmission to the university. In recognition of the growing impact of this latter category of applicant along with the competing needs of the rest of the students, appropriate admission priorities and requirements were discussed.

Another issue identified by the Contact Persons and discussed by Council was the appropriate advising of university transfer students who plan to apply to several universities. In past, colleges typically prepared students for transfer to only one university. However, with growing admission pressure on quota degree programs, transfer students are increasingly applying to more than one university. Colleges sense a growing need to prepare students to transfer to any one of the Alberta universities. However, this would be difficult and costly for colleges because of differing prerequisites and requirements at each university. In December 1990, the Chair of the Committee of Senior Academic Officers wrote to the university Deans of

business/management proposing the concept of a generic two-year college program so that students would be prepared to enter year three of a commerce/management program at any Alberta university. Council viewed the proposal with considerable interest and awaited the response from the Deans and the Management Education Coordinators Council of Alberta (M.E.C.C.A.). The suggestion from the Senior Academic Officers committee could serve as a model for improving transfer in other programs as well. A common pre-professional year of college courses that would be accepted in lieu of the first year at each university was also proposed.

Institutions

In the interest of maintaining and, where appropriate, improving sound transfer agreements, Council placed a high priority on strengthening its communication with post-secondary institutions. During the year, the Chairman visited many of the post-secondary institutions in order to gain information and advice on issues pertaining to admission and transfer.

Other groups

Throughout the year, the Council Office was contacted by a number of organizations, both within the province and beyond, concerning the Alberta transfer model and the *Transfer Guide*. On separate occasions the work of Council was discussed with government representatives or educators from Yukon, Northwest Territories, British Columbia, Saskatchewan, Manitoba, Nova Scotia, and Newfoundland. As well, the Chairman conferred with the Chancellor for the Community College System of the University of Hawaii and addressed the Association of Community Colleges of Canada regional workshops for Alberta/N.W.T. and for Saskatchewan/Manitoba.

The Chairman and Executive Assistant also worked with program specific committees including the Alberta Academic Upgrading Coordinators Committee, the Alberta Advanced Placement Program Council, the Early Childhood Development Program Coordinators Committee, the Management Educators Coordinating Committee of Alberta (M.E.C.C.A.), and with the Rehabilitation Practitioners Program Coordinators Committee.

The Chairman and Executive Assistant continued to identify admission and transfer issues in discussions with officials in the following government departments: Advanced Education, Education, Career Development and Employment, and Family and Social Services.

On a national level, Council was interested in concerns regarding portability of credit for learning experiences that were expressed in the debate of a private member's motion that was introduced in the House of Commons on 19 November 1990 by Mr. Ronald J. Duhamel, M.P., St. Boniface, Manitoba. The Council Office was also consulted by the Commission of Inquiry on Canadian University Education which was established by the Association of Universities and Colleges of Canada.

In addition, the Chairman and Executive Assistant worked with student representatives and responded on a daily basis to an increasing volume of often complex transfer inquiries from students, professional bodies, and members of the public.

ALBERTA TRANSFER GUIDE

The *Alberta Transfer Guide* is a reflection of the extent to which Alberta's post-secondary institutions are co-operating to reduce and eliminate obstacles to transferability. Its publication and distribution is a major responsibility of Council. Preparation of each edition of the *Transfer Guide* is a dynamic process as new transfer agreements are continually being negotiated and current agreements are reviewed, revised or deleted. The compilation of the *Transfer Guide* was again coordinated by Ms. Marilyn Patton, Executive Assistant, with the assistance of the institutional Contact Persons. In early June 1990, the fifteenth annual *Alberta Transfer Guide, 1990-91* was published and distributed extensively within Alberta to the registrar's office of all post-secondary institutions, student associations, high school guidance counsellors, Alberta Career Centres, and public libraries. It was also distributed to jurisdictions outside the province to provide recognition on transfer for courses taken by students in Alberta. In addition, the Council Office distributed the *Transfer Guide* on request to students and others.

Recognizing the volume of transfer negotiations being concluded throughout the year and the need for their timely dissemination, the Council Office again produced two interim reports listing new transfer agreements that had been negotiated after the *1990-91 Transfer Guide* was prepared for publication. Distributed to all Contact Persons in September 1990 and January 1991, these reports were particularly helpful as they communicate throughout the post-secondary system information on new bilateral agreements. In addition, they provide early opportunities to verify *Transfer Guide* entries and to resolve discrepancies.

On the recommendation of the University of Alberta and The University of Calgary, Council agreed to publish an appendix in future editions of the *Transfer Guide* which would show the advance credit awarded by those universities for specific Advanced Placement courses. The other degree-granting institutions were invited to review the courses and to publish their information on advanced credit for this program. Some high schools in Alberta now offer a selection of courses in the Advanced Placement program, which is one of several academic enrichment programs that are now being offered in the province.

The University of Alberta adopted a new course numbering system which appeared in their 1990-91 Calendar. The new numbering of courses at the University triggered corresponding course renumbering at several colleges which significantly impacted the work of the Council Office, particularly in relation to the *Transfer Guide*.

Further improvement of the *Alberta Transfer Guide* is an ongoing responsibility. The acquisition by the Council Office of appropriate database software to facilitate production was identified as a high priority. All institutional Contact Persons were invited to submit information on new or revised transfer agreements for the 1991-92 edition of the *Transfer Guide*. Following Council's procedure for the review of transfer agreements, Contact Persons advised Council to delete obsolete entries and to revise amended transfer agreements so that the information in the *Transfer Guide* will reflect courses and programs offered during the 1991-92 academic year. These changes will be incorporated in the *1991-92 Transfer Guide*.

TRANSFER PATTERNS DATA

Introduction

Starting in Fall 1979 and continuing each year, Council has collected transfer data from institutional Contact Persons for its study of transfer patterns. These data provide information about the volume and direction of post-secondary transfer traffic and are helpful to Council in determining its ongoing priorities. The importance of student transfer as a phenomenon of post-secondary education in Alberta is clearly indicated by the large number of students transferring from one institution to another. Since 1979, the number of transfer students has steadily increased.

Fall 1990 data

The data for Fall 1990, supplied as in the past by institutional Contact Persons, refer to the number of new students admitted by Alberta post-secondary institutions in Fall 1990 who transferred with prior post-secondary experience obtained at another institution. In total, 8,150 students transferred among the post-secondary institutions within Alberta in Fall 1990. Another 4,069 students transferred into the province from post-secondary institutions elsewhere for an overall total of 12,219 transfer students. Of the 8,150 students who transferred from within the province, 50% went to universities, 23% to public colleges, 20.5% to technical institutes, 2.5% to hospital schools of nursing, 2% to Alberta Vocational Colleges and 2% to private colleges (Figure 1).

Universities admitted a total of 4,075 transfer students from other Alberta institutions: 2,782 full-time and 1,293 part-time. Of the total number of students transferring to universities, 46.5% transferred from public colleges, 22.5% from other universities, 13% from private colleges, 8.5% from technical institutes, 7% from hospital schools of nursing, 0.5% from Alberta Vocational Colleges, and 2% from other Alberta post-secondary institutions. In addition, 2,834 students transferred from outside the province, for a combined total of 6,909 transfer students to Alberta universities (Figure 3).

Private degree-granting colleges received a total of 160 transfer students from other Alberta institutions, of which 28% transferred from public colleges, 41.5% from universities, 7.5% from other private colleges, 15.5% from technical institutes, and the remaining 7.5% from other Alberta institutions. In addition, 41 students transferred from outside the province, for a combined total of 201 transfer students to accredited private colleges.

Because some of the institutions are unable to report information on part-time enrolments, the following totals, which include both full-time and part-time students, understate the volume. The non-degree-granting public institutions received a total of 3,912 students who transferred from other Alberta institutions. This represents 48% of the total volume of transfer activity from within the province. A brief review of transfer activity by sector now follows.

- Public colleges admitted a total of 1,891 transfer students, of which 42.5% transferred from universities, 22.5% from other public colleges, 17% from technical

institutes, 5% from private colleges, 3% from Alberta Vocational Colleges, 0.5% from hospital schools of nursing, and 9.5% from other institutions. In addition, 782 students transferred from outside the province, for a combined total of 2,673 transfer students to public colleges (Figure 3).

- Technical institutes admitted a total of 1,665 transfer students, of which 50.5% transferred from universities, 29% from public colleges, 6% from private colleges, 6% from Alberta Vocational Colleges, 3.5% from other technical institutes, and 5% from other Alberta institutions. In addition, 380 students transferred from outside the province, for a combined total of 2,045 transfer students to technical institutes (Figure 3).

- Hospital schools of nursing admitted a total of 217 transfer students, of which 40.5% transferred from universities, 37% from public colleges, 6.5% from technical institutes, 4.5% from private colleges, 1.5% from Alberta Vocational Colleges, 1.5% from other hospital schools of nursing, and 8.5% from other Alberta institutions. In addition, 21 students transferred from outside the province, for a combined total of 238 transfer students to hospital schools of nursing.

- Alberta Vocational Colleges admitted 139 students with prior post-secondary experience. The total included 54.5% from public colleges, 19% from other Alberta Vocational Colleges, 13.5% from technical institutes, 10% from universities, and 3% from other Alberta institutions. In addition, 5 students transferred from outside the province, for a combined total of 144 transfer students to Alberta Vocational Colleges.

In summary, non-degree-granting public institutions received 3,912 transfer students from within the province and a further 1,188 students from institutions outside the province for a total of 5,100 transfer students.

Summary

Caution is in order when comparing data from year to year as institutions have developed in significant ways and institutional reporting practices have been refined. For example, several years ago the study was expanded to include information on transfer activity to private degree-granting colleges and to hospital schools of nursing, as well as transfers of part-time students at some non-degree-granting public institutions. It must also be noted that the reported totals may be understated as the following admission categories may be incompletely reported for transfer activity: part-time students at some non-university public institutions, visiting students, unclassified students, students who are enrolled at two institutions at the same time, as well as students who are admitted in a term other than Fall. However, although the data are approximate, they do provide an indication of trends and patterns in transfer activity and confirm the general importance of student transfer as a phenomenon of Alberta's post-secondary system.

Since 1979 when the transfer patterns study commenced, transfer within Alberta has increased by nearly 164% from 3,092 to 8,150 students (Figure 2). At the same time, transfer into the province increased less rapidly at a rate of 36%, from 2,993 to 4,069 students. The combined within- and into-province transfer total increased by 101%, from 6,085 in 1979 to 12,219 students in 1990.

Figure 1

DESTINATIONS OF WITHIN PROVINCE TRANSFER STUDENTS

Fall 1990 (N = 8,150)

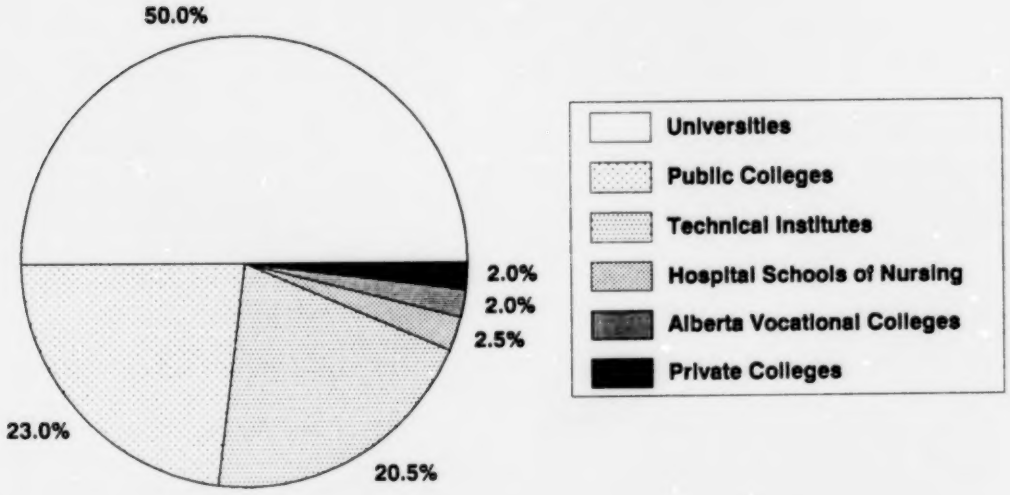


Figure 2

GROWTH IN POST-SECONDARY TRANSFER ACTIVITY

1979 to 1990

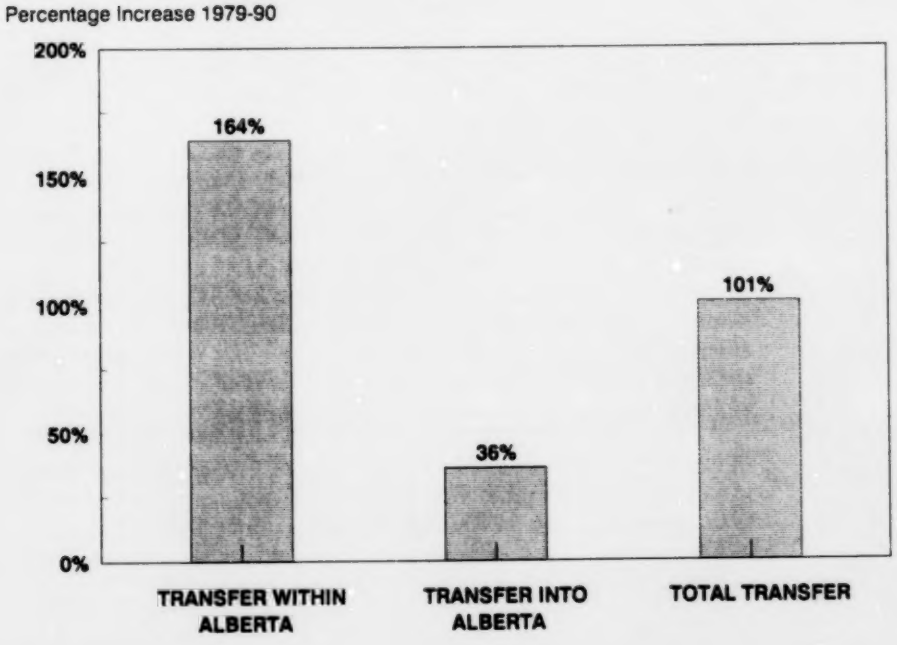


Figure 3

SOURCES OF ALBERTA TRANSFER STUDENTS

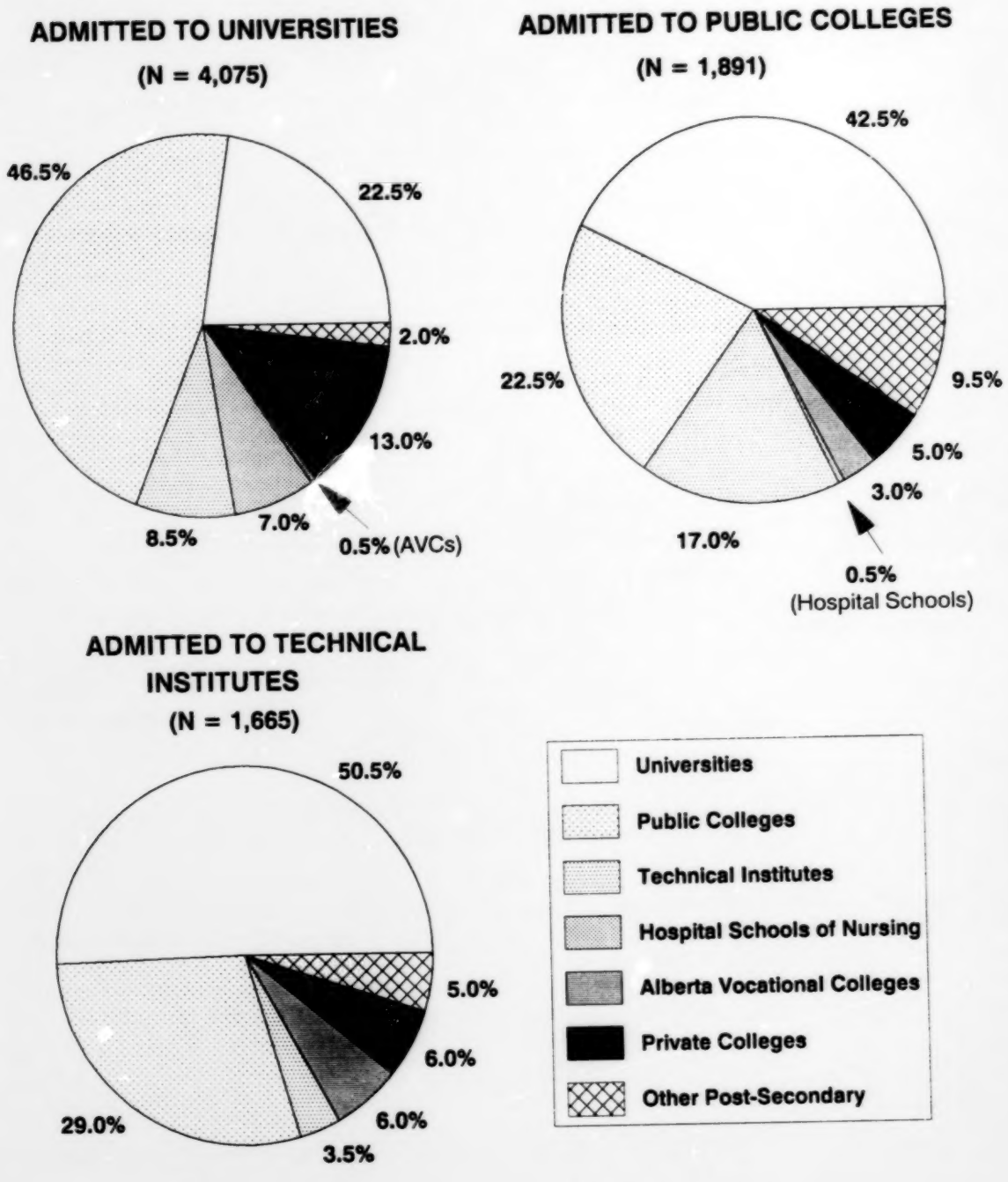
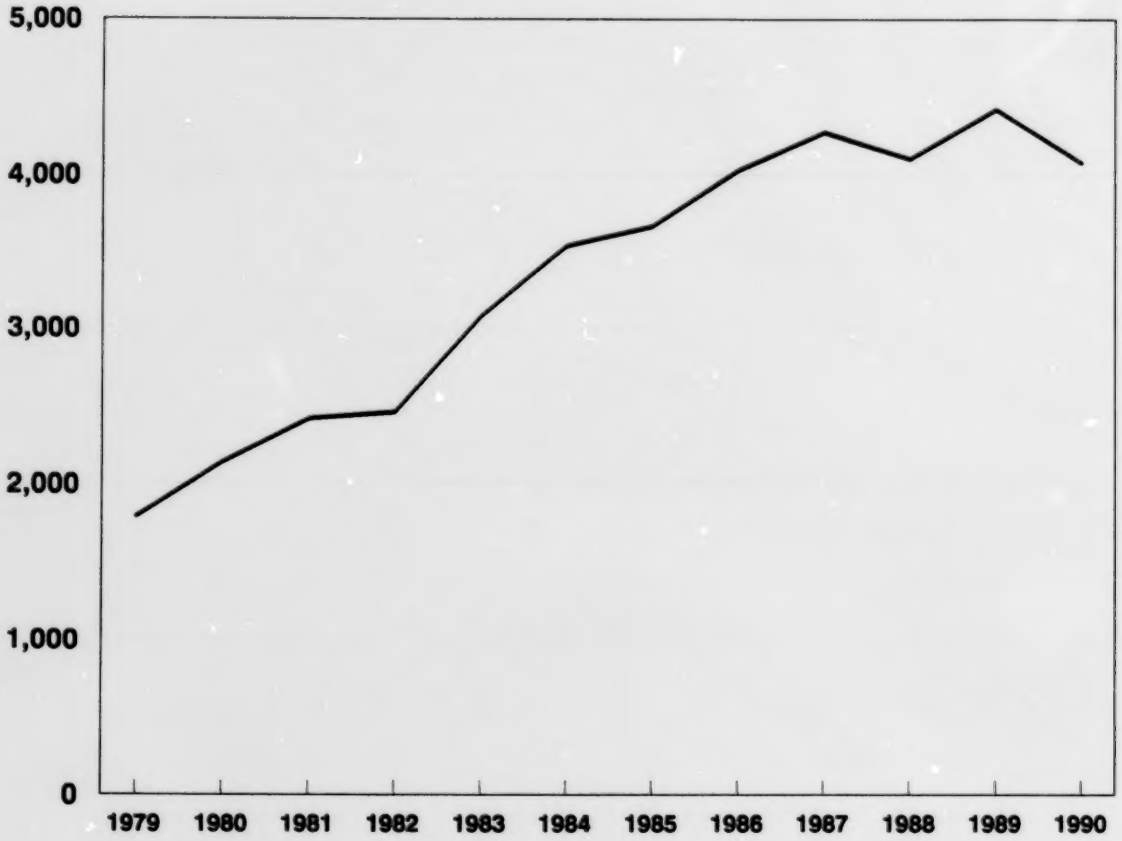


Figure 4

Number of Alberta Students Transferring to Alberta Universities

1979 - 1990



Since the inception of the study, the ratio of students transferring within Alberta to universities compared to non-university public institutions has gradually shifted from a ratio of nearly 3:2 to virtual parity in 1990. In that same period the volume of student transfers to public colleges and technical institutes has increased nearly three-fold. In particular, the metropolitan public colleges and technical institutes play increasingly important roles as receivers as well as senders of transfer students.

During recent enrolment cycles, the number of students transferring within the Alberta post-secondary system has steadily increased: from 7,512 in 1988 to 7,956 in 1989 and to 8,150 in 1990. However, during the same period, transfers into the province have fluctuated: from 3,888 in 1988 to 4,314 in 1989 to 4,069 in 1990. The combined within- and into-province total declined by 51 students in 1990 compared to 1989 as the decline in the number of into-province transfers slightly exceeded the increase in the number of within-province transfers.

Since 1986 there have been minor fluctuations in the number of students transferring to universities (Figure 4). On average, 4,178 students transferred to universities each year during this five year period. The total number of within-province transfers to universities decreased by nearly 8% from 4,419 in 1989 to 4,075 in 1990. The change in 1990 is largely due to a reported decrease in the number of students admitted to Athabasca University with prior post-secondary experience. At the same time, the Universities of Calgary and Lethbridge reported increases while the University of Alberta reported a small decrease. It is noteworthy that the universities' major source of transfer students continues to be the public colleges which sent a total of 1,884 students, an increase of 55 students over the previous year. However, the substantial increase in enrolments in public college university transfer programs since 1987 appears to have resulted in only a marginal increase in the number of transfers to universities. Meanwhile, the number of students transferring to private accredited colleges increased from 102 students in 1989 to 160 in 1990.

The number of students transferring to public colleges remains substantial but continues to fluctuate: from 1,454 in Fall 1988 to 1,982 in 1989 to 1,891 in 1990. The total number of within-province transfers to technical institutes increased by 50% from 1,111 in 1989 to 1,665 in 1990. Approximately three-quarters of all transfers to technical institutes were to the Northern Alberta Institute of Technology. All sectors sent an increasing number of students to technical institutes, but the major increases were from universities and public colleges. Within-province transfers to hospital schools of nursing remained stable while transfer to Alberta Vocational Colleges increased by 17% over the 1989 total.

The transfer patterns data confirm the importance of student mobility as a phenomenon of post-secondary education in Alberta and highlight the following: the increasing total number of students transferring among Alberta post-secondary institutions; the growing prominence of public colleges and technical institutes as receivers of transfer students; and the engagement of all sectors of the post-secondary system as both senders and receivers of students.

ADDENDUM A
COUNCIL MEMBERSHIP

During the year there were a number of changes to the Council membership. Student members typically serve for one year, reflecting their association with their student organizations.

Donna Allan	Public Colleges member (through June 1990)
Henry Anderson	Public member
Gloria Bauer	Hospital Schools of Nursing member
Ed Behnke	Provincially Administered Institutions member
Ray Bilyk	Student member (from July 1990 through January 1991)
Chuck Day	Public Colleges member (from July 1990)
Reg Erhardt	Technical Institutes member (through October 1990)
Don Harper	Public Colleges member
Jim Hrabi	Public member (from July 1990)
Dianne Kieren	Universities member
Del Ogden	Universities member
Joan Piening	Public member (through April 1990)
Christine Pollard	Student member (through June 1990)
Alex Reed	Universities member
Keith Ward	Private Colleges member
Terry Whitehead	Student member
Fred Williamson	Technical Institutes member (from January 1991)
Terry Moore	Chairman
Marilyn Patton	Executive Assistant

ADDENDUM B

TERMS OF REFERENCE

The following Terms of Reference were adopted by Council motion on February 14, 1975:

1. The Council shall review current regulations, proposals and practices for admissions and transfer which have been generated by Advanced Education and by institutions and subsystems for the purpose of identifying those guidelines and procedures applicable to all institutions within the system of advanced education.

2. The Council shall develop procedures by which admissions and transfer policies, guidelines and procedures are granted system-wide approval.

3. The Council shall compile, maintain and disseminate a registry of all existing admissions and transfer arrangements within the Alberta system of advanced education.

4. The Council shall monitor the effectiveness of admissions and transfer policies and practices throughout the advanced education system; to this end it may carry out, or request institutions to carry out appropriate studies.

5. The Council shall recommend to Advanced Education and to institutions revisions of policies, guidelines and procedures as it deems necessary.

6. Acting within the provisions of existing legislation, the Council shall, upon the written request of an institution, serve as mediator in resolving inter-institutional admission and transfer problems. (The Council will not deal with requests by individuals.)

7. In the event that agreement cannot be reached through mediation, the Council shall, upon written request by the institutions concerned, serve as arbitrator.

8. In fulfilling its arbitration role, the Council shall establish arbitration procedures, inform the institutions of these procedures, and inform the institutions of its decisions, which shall be final and binding.

9. The Council shall advise the Minister of any legislative changes which it deems necessary.

10. The Council, at the request of the Minister or institutions, shall comment on unresolved transfer problems related to proposed programs.

11. The Council shall report annually to the Minister of Advanced Education on its activities.

12. The Council will operate with the support of: a) Council members, to be reimbursed by Advanced Education for out-of-pocket expenses incurred; b) the Chairman, to be paid an appropriate honorarium; and c) an executive secretary and such other necessary resources and services to be made available by Advanced Education as required by the Council in the fulfillment of its responsibilities.

ADDENDUM C

COUNCIL PRINCIPLES, POLICIES AND PROCEDURES

A. CONTEXT

1. Role and Composition

The primary goal of the Alberta Council on Admissions and Transfer is to provide leadership and direction in the improvement of educational opportunities for Alberta students through inter-institutional transfer. Implicit in this goal is a commitment to improve communication among institutions of the Alberta post-secondary system, and thus to promote the advantages of a system of education, with all that this means for economy and efficiency in educational planning.

In the fulfillment of its role, the Council is engaged in the following activities:

(a) leadership -- including the development and formulation of policies and procedures whereby transfer credit for courses and programs may be negotiated.

(b) publication -- primarily the production and distribution of a yearly *Transfer Guide* listing all transfer credit arrangements for courses and programs within the Alberta post-secondary system, together with statements of relevant policies and procedures, and other documents such as an Annual Report.

(c) mediation -- as requested by institutions within the system, to resolve complaints or disputes concerning transfer arrangements and credits, and thus to ensure that the best interests of students are served.

(d) applied research -- on matters related to the transfer of students throughout the system.

The fourteen member Council which is appointed by the Minister of Advanced Education is an independent body which reports annually to the Minister. The Council membership includes the Chairman, two members of the public, two student members, three members nominated by the Universities Co-ordinating Council, three members nominated by the Council of College and Technical Institute Presidents, one member from the provincially administered institutions, one member nominated by the hospital boards that operate the schools of nursing, and one member nominated by the Private Colleges Co-ordinating Council. Administrative support, including service of an Executive Assistant, is supplied by the Department of Advanced Education.

The Alberta Council on Admissions and Transfer usually meets on a monthly basis, generally at institutions.

2. Overview of the post-secondary system

The Council's activities are directed primarily towards the Alberta post-secondary system, which includes four universities, The Banff Centre, eleven public colleges, two institutes of technology, four Alberta vocational colleges, private colleges, and hospital schools of nursing. There are, in addition, a number of private non-affiliated institutions, some of which may offer courses which have transfer potential. Although the Council's mandate is directed towards the Alberta post-secondary system, the Council is sensitive to student transferability involving institutions outside of the province. For this reason the *Alberta Transfer Guide* is distributed across Canada as well as the United States.

3. Types of transfer

Within the system of post-secondary institutions, transfer of credit for courses or programs may occur among institutions within a sector (for example, between public colleges) or among institutions of different types (for example, from a vocational college to a public college). Transfer arrangements published in the *Alberta Transfer Guide* include courses and programs transferable to degree-granting institutions and those transferable to non-degree-granting institutions.

4. Definition of terms

In dealing with matters relating to transfer, there are several commonly used terms which may require clarification. Some of the more important are:

Accessibility: the degree of openness of institutions to students seeking admission to their programs.

Transferability: the mobility of students among post-secondary institutions by virtue of their having transfer credit (see below).

Advance credit: the award of credit in given courses or programs on the basis of formal and informal learning experiences including: 1) work experience, 2) maturity/life experience, 3) unstructured educational experiences such as self-study, 4) structured educational activity.

Transfer credit: an advance credit awarded on the basis of successful completion of structured educational activities at a post-secondary institution.

Receiving institution: an institution to which students transfer course or program credits acquired at another institution.

Sending institution: an institution from which students may transfer course or program credits to programs at another institution.

Transferable courses: courses developed by an institution to meet its own program objectives but which have transfer potential. Transfer may be negotiated either on the basis of equivalence or of relevance to programs or courses at another institution. (See page 25.)

Transfer courses: courses delivered by a sending institution as courses which correspond in description to courses of a particular institution. (See page 25)

Selection criteria: categories of qualification, capabilities, or experience (academic or other) which provide the basis for screening and admission (or rejection) of students to programs.

Affiliation: a formal agreement of association or co-operation between two institutions whereby some courses and programs offered by the sending institution are substantially the same as those offered by the receiving institution. Transfer credit is thereby awarded. Affiliation agreements are in effect between several private colleges and the University of Alberta.

B. PRINCIPLES

The Council endorses the following as basic to its purpose and activities:

(a) Student access to higher education and the opportunity for student mobility among institutions of higher education in Alberta shall be optimized.
Barriers to student mobility shall be minimized. The integrity of educational programs and certification must, however, be maintained. A student should not be required to repeat previous learning experiences in which competence has been demonstrated nor should more transfer credit be granted than previous learning experiences would warrant for successful completion of the program.

(b) Negotiation of opportunities for student mobility shall be based on the recognition that while learning experiences may differ in a variety of ways, their substance may be virtually equivalent in terms of their content and rigour.
Insofar as possible, transfer arrangements should allow for maximum recognition of previous learning experiences. The concept of **virtual equivalence** is vital to such arrangements.

(c) Effective career counselling and optimum mobility require that the student have prior knowledge of at least the minimum transfer credit which can be awarded. Additional transfer credit may be negotiable on an individual basis.

(d) Although responsibility for higher education is shared among various constituents,

individual institutions have the primary responsibility for instructional programs. This responsibility includes program design and delivery, determination of academic prerequisites and student admission criteria, and certification of the academic achievement of students.
In respect of student access to institutions and programs, it is to be emphasized that factors in addition to academic prerequisites often are employed as admission criteria. That is, while possession of academic prerequisites makes an applicant eligible for admission, it does not **guarantee** admission to an institution or to a particular program.

(e) Institutions have the responsibility and the prerogative to investigate the total educational preparation of applicants seeking admission.
Such investigation is intended to determine admissibility and appropriate transfer credit, and to counsel applicants. The relevance and quality of the applicant's most recent educational experiences should be the basis for admissibility and for transfer decisions. Differences in earlier preparation should not adversely affect consideration of the applicant (see Principle "b" re **virtual equivalence**).

(f) Students who are granted admission to an institution under a transfer arrangement shall be granted the same rights and privileges as students who began their studies at the institution.

C. A Policy for Admission and Transfer of Credit among Alberta Post-Secondary Institutions

1. Admission

Admission to a course or program will be granted to any applicant who has fulfilled the admission requirements for such course or program as established by the receiving institution. Where selection procedures are involved in admission to a program, each applicant shall be treated on the same basis as any other person seeking admission to that program.

In the case of students transferring from public colleges and technical institutes to degree-granting institutions, in lieu of the general admission requirement listed above, admission will be granted to any applicant who, upon successful completion of at least a full year's study at the sending institution, is recommended in writing by that institution as having satisfied the **appropriate** matriculation requirements or their equivalent. This is referred to as the Letter of Recommendation admissions category.

2. Transfer of credits

Subject to the above requirements there shall be two major transfer arrangements:

(a) Transferable courses and programs

These are developed by a sending institution to meet its own program and objectives, and bear its own numbers and descriptions. Transfer may be negotiated either on the basis of equivalence, or of relevance. The principle of **equivalence** refers to courses and programs of the sending institution which are identical or similar to those of the receiving institution. The principle of **relevance** refers to courses of the sending institution which are in the same areas or disciplines and at the levels of programs offered by the receiving institution, and are therefore appropriate for credit at the receiving institution.

Credits awarded in this category may involve special inter-institutional arrangements or individual assessment.

(b) Transfer courses and programs

These are delivered by a sending institution as courses and programs which correspond in description to those of the receiving institution.

Among degree-granting institutions, transfers are assessed on an individual basis by the receiving institution. Consequently, course equivalents between degree-granting institutions are not listed in the *Transfer Guide*.

D. Procedures for Transfer of Credit among Alberta Post-Secondary Institutions

To facilitate the negotiation of transfer arrangements among post-secondary institutions, the Council has established the following set of procedures.

Objective

These procedures are designed to provide a mechanism for the negotiation of transfer and transferable courses and programs, and for their inclusion in the *Alberta Transfer Guide*.

Categories

Courses and programs proposed for transfer credit are of two main types, each of which involves a different relationship between the sending and receiving institution.

1. **Transferable Courses/Courses with Transfer Potential**

   In negotiations of transfer credit for transferable courses, the sending institution shall supply the receiving institution with the following information: (a) course description, title, grading practices, weighting and outline, (b) textbooks and other resource materials, (c) qualifications required for an instructor. Additional information may be required at stated intervals for review purposes, or at the discretion of the receiving institutions.

2. **Transfer Courses/Courses in Transfer Programs**

   In negotiations of transfer credit for transfer courses, the sending institution shall supply the receiving institution with the following information: (a) course description, (b) textbooks and other resource materials, (c) qualifications required for an instructor.

Transfer credit is based on initial negotiations, when the course is first offered by the sending institution. Subsequent negotiations and concurrence of the receiving institution are required where, in the view of the receiving institution, course revisions by the sending institution are sufficiently substantial to affect the transfer credit which has been negotiated.

Procedures

1. Each institution shall identify a Contact Person (e.g. Registrar or Admissions Officer) who will be responsible for both internal and external distribution of formal transfer proposals and responses.

2. Each institution shall, through its Contact Person, maintain and provide on request from other institutions (a) a list of other important institutional contacts for the purpose of facilitating appropriate preliminary discussions, and (b) a description of the internal procedures followed in the institution for the development and/or evaluation of proposals for transfer arrangements.

3. It is expected that proposals for credit will be processed as expeditiously as possible and formalized by means of the Council's Transfer Credit Proposal Form. If the transfer proposal is acceptable, the receiving institution will inform the other institutions in the system accordingly. The transfer normally will be honoured within the sub-system of which the receiving institution is a constituent.

4. If the transfer proposal is not acceptable, the receiving institution shall supply in writing, to the sending institution, the reason for this decision.

5. In the event that agreement has not been reached pursuant to (3) and (4), an institution may submit to the Council a written request for mediation. Where, in its opinion, the Council determines that a dispute concerning transfer exists, the Council may mediate to resolve the dispute.

6. In the event that the agreement cannot be reached pursuant to (5), the institutions in dispute may agree to submit the dispute to Council for arbitration. The Council will then establish procedures for the resolution of the dispute, and issue its decision resolving the dispute. The arbitration decision of the Council shall be final and without appeal or review.

7. Transfer arrangements are to be regarded as relatively enduring bilateral agreements -- to be altered, amended or deleted only after **mutual consultation**. Regular discussion of existing transfer arrangements should take place between sending and receiving institutions. Any institution planning program or course changes which could bear on existing transfer arrangements as recorded in the *Alberta Transfer Guide* shall, insofar as possible, inform those institutions which would be primarily affected -- subject, where necessary, to renegotiation. In cases where renegotiation of a transfer agreement is requested by either a sending or receiving institution, the onus is on the institution requesting the change to provide the other institution with **sufficient notice** and lead-time to permit renegotiation before the next edition of the *Transfer Guide*.

8. Renegotiation of transfer arrangements is subject to the same guidelines as for the initial negotiations (i.e. 3-6).

9. When a new agreement has been negotiated, it replaces the old agreement in the next edition of the *Transfer Guide*.

E. Institutional Requirements

Within the context of policies and procedures of the Alberta Council on Admissions and Transfer, each institution has particular requirements and practices for admission of students and the award of transfer credit. These institutional requirements are summarized in the annual *Alberta Transfer Guide*. Students who are planning to transfer are advised to refer to the appropriate institutional calendar and to consult with the Registrar's Office at the receiving institution.

ADDENDUM D

ALBERTA TRANSFER MODEL

Since its inception, the Council has evolved the following approach for organizing transfer agreements among Alberta institutions. The Council's Principles, Policies and Procedures provide the framework for the negotiation of transfer agreements between institutions. When preliminary discussions between personnel in the sending and receiving institutions indicate that a transfer agreement for a particular course or program is desirable and feasible, the Council's Transfer Credit Proposal Form is used by both institutions' Contact Persons to negotiate a formal transfer agreement. If the receiving institution approves the proposed agreement, a signed copy of this Form is sent to the Council office so that the data can be entered in the next edition of the *Alberta Transfer Guide*.

Transfer agreements are regarded as relatively stable bilateral agreements. However, programs and their constituent courses undergo change, with revisions from time to time to such aspects as admission requirements, program requirements, and content. The Council recommends that regular discussion of existing transfer agreements take place between sending and receiving institutions. Changes may require renegotiation of transfer agreements and resulting changes will be reflected in the next edition of the *Alberta Transfer Guide*.

In accordance with its terms of reference, the Council compiles, maintains and disseminates a registry of admission policies respecting transfer students and duly negotiated transfer agreements within the Alberta system of advanced education. Through direct consultation with both sending and receiving institutions, the Council monitors the current accuracy of all transfer agreements which are published in each edition of the *Alberta Transfer Guide*. First published in 1976, the annual *Alberta Transfer Guide* has been established both within and outside Alberta as the official statement of transfer agreements, and is considered indispensable for transfer operations within the province. It is broadly used by jurisdictions elsewhere in support of Alberta students transferring there, and more generally as information about the kinds of transfer agreements developed in this province with the support of Council.